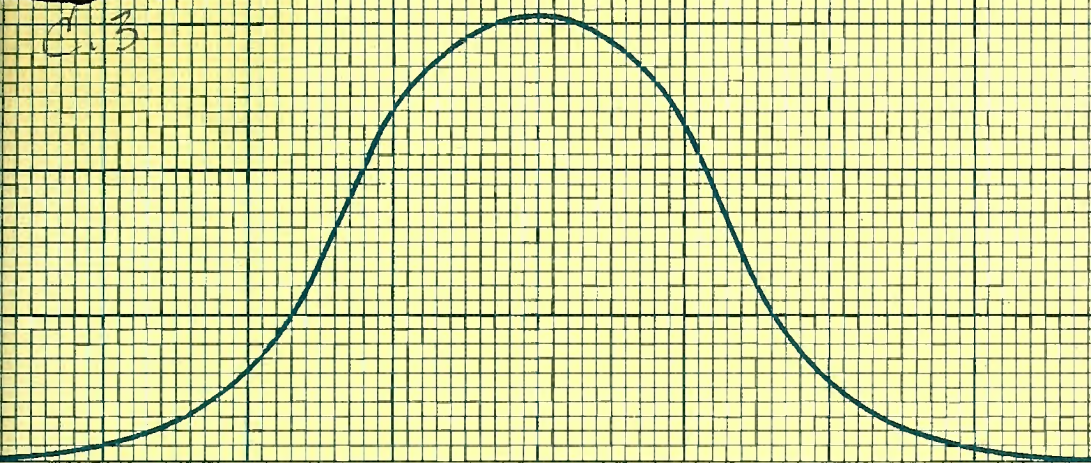


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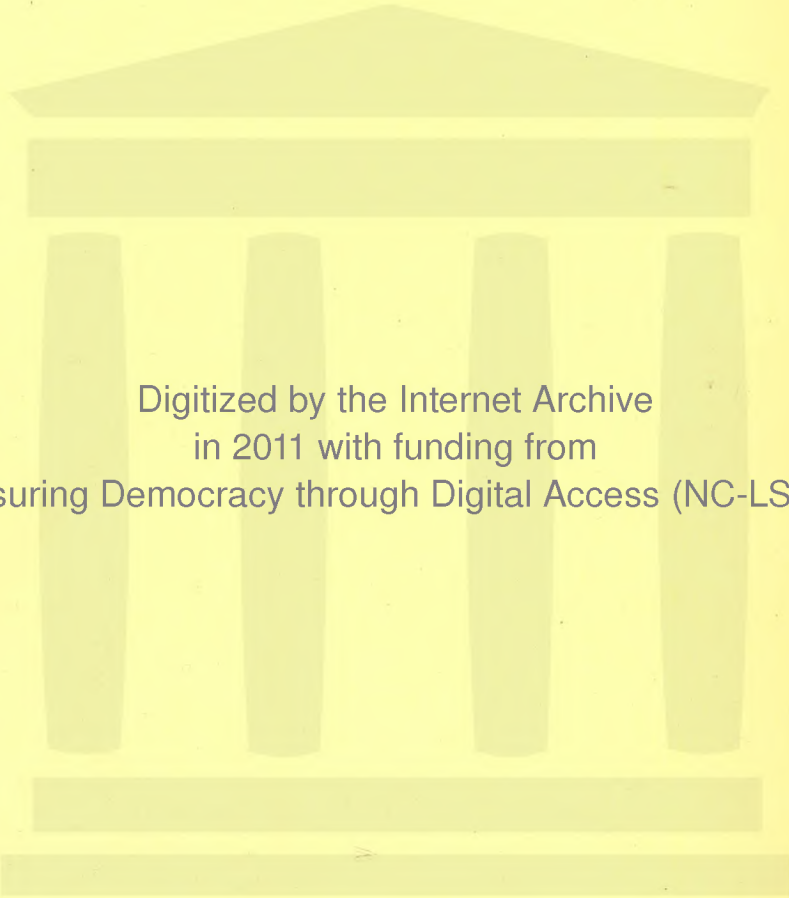
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# EXCEPTIONAL CHILDREN

IN NORTH CAROLINA

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# EXCEPTIONAL CHILDREN

IN NORTH CAROLINA



ISSUED BY STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH

PUBLICATION No. 328







## FOREWORD

There is increasing recognition of the wide range of individual characteristics that prevail among children in every classroom. Some children differ to such a degree that special education classes and services are required to meet their varying education needs, abilities, and interests.

This bulletin is a revision of *Education of Exceptional Children, Policies and Procedures*, published by the State Department of Public Instruction in 1953 and revised in 1957. The policies and procedures outlined in this bulletin and in the earlier editions have been developed out of experiences as we have worked to organize a program of special education in the public schools of North Carolina. It is in no way intended to be complete or final, but rather to present in an orderly manner some policies and recommendations relative to the many problems which constantly arise in the instructional and administrative fields of special education. It is designed to interpret State law and regulations of the State Board of Education as they relate to special education and to provide an administrative guide to the State's program of special education. No attempt has been made to include in this bulletin any reference to specialized methods and techniques for teachers of handicapped children. A publication for that purpose will be developed later.

This bulletin was prepared by Felix S. Barker, Director of the Division of Special Education, with the assistance of other staff members. We are indebted to local school and college administrators and teachers for their assistance in the preparation of this bulletin. Special acknowledgement is made to L. H. Jobe, Director of Publications, and J. E. Miller, Assistant Superintendent, for their editorial assistance.

It is hoped that this new edition will be helpful to school administrators, supervisors, and teachers in their efforts to organize, administer, and improve special education programs throughout North Carolina.

A handwritten signature in cursive script, reading "Chas. H. Carroll". The signature is written in dark ink and is positioned above the printed name.

*State Superintendent of Public Instruction*

September 25, 1959

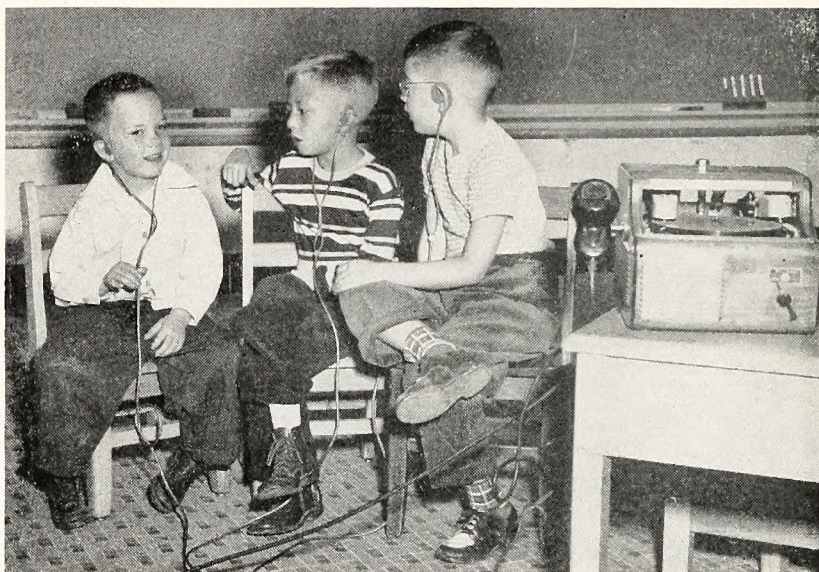


**Speech-Handicapped Children Learn New Speech Sounds**



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**Hard-of-Hearing Children Need Auditory Training**



# **Educational Services for Exceptional Children**

## **INTRODUCTION**

The term "exceptional children" has been generally accepted to refer to children who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require special educational services in order to develop their maximum capacity. All the additional or different services, as well as special provisions needed to facilitate the learning experiences of these children, constitute what is called "special education."

North Carolina is committed to the principle of education for all children, regardless of variance in abilities. The basis of special education is found in the belief that every child is entitled to full recognition of his right to educational opportunity consistent with his capacity to learn. The child who cannot see the print in his textbook does not have equal opportunity with his classmates who are not visually handicapped. When he is supplied with the same books in extra large type, he may have an equal opportunity. When a child cannot hear the teacher because of defective hearing, he may have equal opportunity when he has been provided with a hearing aid and/or has been given special instruction in lip reading.

The task of helping young people achieve growth and development, helping them become happy and successful citizens, imposes tremendous responsibilities upon the schools. With minor exceptions, it is possible for the public schools to provide educational experiences that will enable all children to develop feelings of adequacy and self-satisfaction. The problems of most children can be handled successfully in the regular classroom by the regular classroom teacher.

The expanded school building program in North Carolina during the past few years has not only improved facilities for normal children, but it has made it possible for more and more handicapped children to be placed in regular classrooms. Modern one-story school buildings throughout the State are now housing many children with orthopedic and cardiac handicaps, who formerly could not attend school at all or had to be placed in special classes. The lighting in these new classrooms has been brought up to acceptable standards for sight conservation classes.

For these children with problems too difficult to be handled in the regular classroom and who need additional or different services from those provided for the so-called average child, the public schools of North Carolina are attempting to organize and provide such services as will meet with their needs through a program of special education.

It is expected that reasonable ranges of individual differences will be provided in the regular classroom. "Special education" as here used does not include remedial or developmental instruction in subject matter for children of average ability who have fallen behind academically, and who need short periods of intensive instructional help in order to bring them up to the level of their classmates. The application of the term "special education" is reserved for children who are handicapped physically, mentally, or emotionally to the extent that they require services different from or in addition to those provided for average children.

While the broad objectives of education are much the same for all children, the normal or the handicapped, the whole purpose of special education is to help each child compensate for his disability, to remove or minimize his limitations, to increase his capacities, and then to provide those individual opportunities and specialized services from which he can benefit most within the range of what he can do and what he can become.

The responsibility of special education is to provide for these children within the public school system, to see to it that they are not unnecessarily isolated from children of their own age, and to find ways for them to participate, within the limits of their capabilities, in activities and learning experiences with other children.

There is a need for regular and special teachers to work continually, purposefully, and intimately with each other, so that every child at all times have available those opportunities which will be of most value to him.

#### *Examples of Special Education Services:*

The following examples of special education services are now being provided from State and local funds in North Carolina:

- Special classes or centers for severely crippled children, with the children being transported in specially equipped station wagons, small buses and taxis to specially equipped, ground-level classrooms.



- Instruction of children confined to their homes because of physical handicaps and long periods of convalescence. School-to-home electrical devices under the supervision of a visiting teacher for the homebound.
- Instruction for children in hospitals, convalescent centers, and sanatoria.
- Services of itinerant teachers of speech correction who serve several schools, or an administrative unit, working with children who stutter, or who have delayed speech or other articulation problems.
- Audiometric screening, speech reading, and auditory training of the hard-of-hearing by special teachers, supervisors, speech therapists and others.
- Classes, services, and provision of large print textbooks for partially seeing children whose vision is too poor to read regular textbooks and who need bold or clear-type books and other aids.
- Classes, services, and provision of Braille textbooks and other materials for blind children.
- Classes for educable mentally retarded children, organized on a self-contained basis, with children spending the entire day with the special teacher in a special class where the curriculum is planned and adjusted to meet the needs of each individual child.
- Special programs for intellectually superior students, which attempt to combine a general education with various special provisions designed to meet their special needs. Some of the different methods of making such special provisions include enrichment, acceleration, ability grouping, and special classes.
- Programs for trainable mentally retarded children, with emphasis on socialization, self-help routines, and academic work on a simple elementary level but applicable to the needs and capabilities of the individual child.
- Psychological and psychometric services for the identification and classification of children for admission to classes for exceptional children.

## COORDINATION OF SPECIAL EDUCATION WITH THE TOTAL INSTRUCTIONAL PROGRAM

Meeting the needs of exceptional children involves much inter-communication between the personnel of special services and the teachers of regular classes. Teachers in regular classrooms share responsibility for many children with physical and mental limitations; this calls for mutual understanding and cooperation between themselves and the special teachers.

Special education should be a part of the regular program of the public schools. It should not be isolated within a school or a school system. Special education has too many problems in common with the regular program of elementary and secondary education to justify its organization apart from these areas. Close working relationship on the part of all persons concerned with the education of children may bring to light resources that have not been previously recognized. Regular classroom teachers should understand that special classes are for children with severe physical or mental deviations who have certain problems that cannot be met in the regular classroom. Equally important, the regular teacher must realize that many of the needs of special students can and must be met in the regular classroom.

Flexibility is essential in a program which meets the varying needs of children. Some children will return to a regular class after a few months of special help; others will need to remain in a special class as long as they are in school. If a child can benefit from placement in a regular class and can be accepted in it, he should be there. If he can make better progress in a special class, or if his presence in a regular class adversely affects its progress, he should be placed where his problems can best be met.

Segregation of exceptional children for educational purposes should be reduced to a minimum, and wherever possible these children should be enrolled in the regular grades and given supplementary instruction or therapy as needed. Special education is not intended as an easy way to get a troublesome boy or girl, or some unwanted child, out of a regular class group. It is a specialized service made available to students when they need it.

Special education teachers, as well as other public school personnel, should not mislead parents or interested people by holding out false hopes as to how much education such children can achieve. In most areas of the handicapped, with the exception of speech, special education cannot change or modify the handicap directly. Though the child will probably remain cripple or retard-



ed, for example, it should be made clear that the handicap as such may become less important to the child, the family, and school, and to the community as a result of a special education program. The child becomes important as an individual with the opportunities for success that are provided for him in a special class.

Special education services to children involve responsibilities for keeping professional confidence and for exercising good judgment in the use of the detailed and intimate information about the child and his situation. One area of caution is that of revealing test scores to parents, children, and others. Rarely should test scores as such be revealed to parents, relatives, or the child. This same caution holds to only a slightly lesser extent in regard to achievement scores. In interpreting a situation, teachers need to remember that parents probably are aware that the child has difficulty in school. If, in discussing the problems of the child, the parents are given the opportunity to do much of the talking, they may describe the situation fairly well. Careful use of terms, such as "slower in development," and the making of analogies of intellectual development with the obvious differences in children's rates of physical development, may be helpful.

## **RELATIONSHIP OF SPECIAL EDUCATION WITH OTHER AGENCIES AND COOPERATING GROUPS**

### **General Information**

Education is but one phase of the developmental program for the handicapped child. Medical services, for example, may be needed prior to special teaching services and/or concurrently with such services. Similarly, psychological services may be needed.

Special education must frequently depend upon official and volunteer agencies for aid with ancillary services. It is essential that special education be meshed with the work of State and local agencies in health and welfare. Each agency has its part to play in providing for the handicapped child. Naturally, agencies concerned can function more efficiently by working together. Frequently, the handicapped child comes first to the attention of the local health or welfare department.

Volunteer agencies can make valuable contributions to local special education programs by supplying funds for special materials and equipment, by transporting children, by providing scholarships for teachers to extend their training, and by pro-

moting community interest in the education and welfare of handicapped children.

Particular attention should be called to the value of local and group participation in special education programs. Where local interest in handicapped children is strong, it is easy to organize and carry out programs of special education.

All public and private services for handicapped children should be properly coordinated, and the functions of each agency should be clearly defined.

Volunteer agencies interested in handicapped children may make material contributions within their respective sphere of action to those programs which are the administrative responsibility of public schools. In order to achieve the greatest effectiveness of action, appropriate definition of function should be specified and clearly recognized by all concerned, and mutual understanding and cooperation should be promoted.

### **Vocational Rehabilitation Services**

Special education is the logical forerunner of vocational rehabilitation, which includes services of particular significance to the exceptional child. Consultative services concerning all matters pertaining to vocational preparation of youth with handicaps, 16 years of age and over, is available in 11 local offices of vocational rehabilitation. These services are available as a legal right for any handicapped individual. The services include guidance in the selection of a vocation; training for a vocation in school, on the job, or by other means; surgery, hospitalization and treatment needed in order to remove or modify a disability which is a vocational handicap; artificial appliances, braces, or other aids necessary to enable a person to work; and assistance in finding work which handicapped youth are capable of doing.

Local school administrators as well as special education teachers should inform the local office of vocational rehabilitation of all youths, 16 years of age and older, whose physical condition or limited mental capacity may prevent them from securing a job without training or medical or surgical treatment. The vocational rehabilitation counselor should be invited by the principal and the special education teachers to observe handicapped students in school activities, and to attend conferences at which the students' capabilities and limitations in the vocational aspects of the school program are discussed.



## LEGAL PROVISIONS

### Instruction for Handicapped Persons

In 1947 the General Assembly of North Carolina recognized the need for the education of children with physical and mental handicaps with the enactment of Chapter 818 of the Session Laws. This law laid the foundation for the establishment of a Statewide program of special education. The General Assembly of 1949 authorized the State Board of Education, "To provide from funds available for public schools for a program of special education" in accordance with the 1947 Act under such rules as the Board might prescribe. In re-writing the Public School Laws of North Carolina, the 1955 General Assembly revised the section on special education to read as follows:

115-200. *Instruction for handicapped persons.*—There shall be organized and administered under the general supervision of the State Superintendent of Public Instruction a program of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special types of instruction. In carrying out the provisions of this section, the State Superintendent may appoint such personnel as may be needed:

1. To aid county and city boards of education in the organization of classes for the handicapped.
2. To recommend plans for the establishment of day classes in schools, home instruction and other methods of special education for handicapped persons, and to outline the curriculum to be pursued.
3. To provide the recommendation or competent medical and psychological authorities as to the eligibility of handicapped persons to take said courses.
4. To arrange where necessary for a handicapped child or adult person to attend school in an administrative unit or district other than the one in which he resides.
5. To cooperate with the State Department of Public Welfare, the State Board of Health, the State Schools for the Blind and Deaf, the State Sanatoria, the Children's Hospitals or other agencies concerned with the welfare and health of handicapped persons.

Any child or adult who has been determined to be physically or mentally handicapped shall be eligible for such special instruction as may be appropriate to his needs and which is available in the area of his residence. Classes of special education may be established and organized in any administrative unit or district which has one or more handicapped individuals when the approval of the State Superintendent of Public Instruction and the State Board of Education has been given. With the same approval, itinerant teachers may be employed to give special instruction.

The State Board of Education is authorized to provide from funds available for public schools a program of special education outlined by the State Department of Public Instruction and approved by the State Board of Education. The State Board of Education is authorized to receive contributions and donations to be used in conjunction with any appropriations that may be made to carry out the program of special education.



Trainable Children Learn the Names of Objects

### Trainable Mentally Retarded Children

The 1957 General Assembly of North Carolina enacted legislation to enable county and city boards of education to operate day centers for trainable mentally retarded children. For the first time in the history of North Carolina, the public school system was authorized to assume responsibility for children below the educable level. The legislation establishing the program is as follows:

#### ARTICLE 36

##### Training of Mentally Retarded Children

115-296. *State Superintendent of Public Instruction to organize and administer program of training; rules; eligibility for training.*—There shall be organized and administered under the general supervision of the State Department of Public Instruction a program of training for the trainable mentally retarded children residing within the State. The State Superintendent of Public Instruction shall formulate reasonable rules prescribing the general or specific nature of the program and the procedures for its operation and maintenance. He shall prescribe reasonable rules for determining a child's eligibility for participation in the program on the



basis of adequate individual psychological, sociological, and medical evaluations and other related factors. Residence within the school administrative unit shall not be a factor in establishing a child's eligibility to attend such a training center. (1957, c. 1369, 5.1.)

115-297. *Local boards may establish programs of centers; joint operation; expenditure of state and local funds; gifts.*—County and city boards of education are hereby authorized and empowered to establish training programs or centers for training such trainable mentally retarded children. Boards of education in adjacent administrative units may by written agreement recorded in their minutes jointly operate such a program or center. In addition to such other funds as may be available for this purpose, county or city boards of education establishing such programs or centers are authorized to expend therefor any state or local funds apportioned to them under the provisions of this article. County or city boards may also receive gifts to be used for such programs or centers and may expend them for such purposes. County and city boards of education are authorized to include in their capital outlay and current expenses budget funds to enable the establishment, maintenance and operation of training programs or centers established pursuant to this article; and the tax levying authorities are authorized to allow said budgetary items and to levy proper taxes therefor. (1957, c. 1369, 5.2.)

115-298. *Allocation of sufficient funds to administer program.*—From the appropriations provided for the purpose of this article, the State Board of Education shall allocate and transfer to the State Department of Public Instruction an amount sufficient to provide personnel to determine eligibility for and generally to administer and supervise the program established under the provisions of this article. (1957, c. 1369, 5.3.)

115-299. *Allocation of State-aid funds to local boards.*—The State Board of Education, upon the finding in any school administrative unit of need for the program together with official and public interest and evidence of a financial ability and willingness to aid in maintaining a satisfactory program, shall allocate and transfer to the county or city board of education in whose administrative unit the training center is located such State-aid funds as shall be determined under the provisions of this article and under the rules of the State Superintendent of Public Instruction to be available for the operation and maintenance of said program or center. State funds shall be allocated uniformly to boards of education on a per capita basis, not to exceed three hundred dollars (\$300.00) per fiscal year, for each eligible child enrolled in the program. (1957, c. 1369, 5.4.)

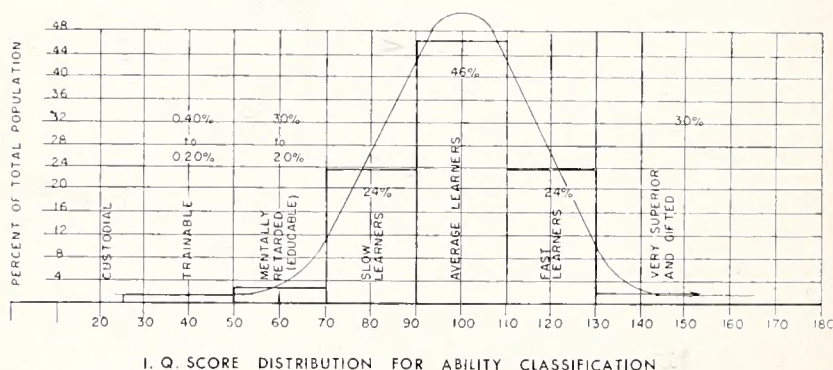
# Ability Classification of Children for Purposes of Education, Training and Care

## The Concept of I.Q.

The intelligence quotient is probably the most useful single index for classifying individuals into broad categories so that education and training may be better planned. The individual psychological evaluation requires trained professional skills and judgments. Measurements and judgments of the child's personality and family history, and his social, emotional and physical characteristics are essential to the evaluation of his present and potential functioning within certain broad categories.

The classifications described in this section are meant to be prognostic of limitations and capacities primarily in the intellectual area, and are related most closely to school progress and success or failure in occupations or professions requiring years of school preparation. At the lower levels of intelligence, the I.Q. scores may be critical indicators of definite limitations in social functioning and in achieving economic and personal independence.

In the establishment of these broad prognostic classifications of intellectual factors, it is implied that the individual will learn and develop within his intellectual limits. Within most of these categories, there is much room for productive learning and useful adjustment. There may be danger in forgetting this in the attempts to define these potential limits. When attempts are made to predict for young children what their intellectual status as adults will be, errors will occur. All concerned should be





cognizant of such errors, should correct them as they are revealed in future development, and should use good, objective judgment in order that the diagnoses and classifications may be reasonably valid.

Early in the history of intelligence tests, psychologists devised a means of measuring intelligence by relating the mental age (M.A.) to chronological age (C.A.); that is, by dividing M.A. by C.A. The quotient thus obtained gives a figure called the intelligence quotient (I.Q.), which for any given individual remains relatively constant over a period of years. By application of this measuring concept, it is possible to compare individuals of different ages, or the same individual at different ages. This method of measurement was used by Terman in the Stanford revision of the Binet Test in 1916.

The formula for computing the Binet I.Q. is written as  $\frac{\text{M.A.}}{\text{C.A.}} \times 100 = \text{I.Q.}$  Or, expressed in formal language, this formula means: Divide the mental age of the individual (as obtained by the tests) by his chronological age, and multiply the quotient by 100, thus making the I.Q. expressible as a whole number. For example, suppose a child whose chronological age (C.A.) is 9 years, 7 months, has a mental age (M.A.) of 5 years, 6 months, on the Revised Stanford Binet Scale. By dividing the M.A. (5 years, 6 months, or 66 months) by the C.A. (9 years, 7 months, or 115 months) a quotient of .57 is obtained. Multiplying .57 by 100 equals 57, the child's I.Q.

$$(\text{I.Q.} = \frac{\text{M.A.}}{\text{C.A.}} \times 100 = \frac{66 \text{ months}}{115 \text{ months}} \times 100 = 57.)$$

By using the same formula it would be just as easy to compute the mental age when both the I.Q. and the chronological age are known.

Suggested Ability Categories	I.Q. Scores	Approximate Per Cent of Population*
1. Custodial children (totally dependent) -----	0 — 25	Less than 0.1
2. Trainable mentally retarded---	25 — 50	0.2 to 0.4
3. Educable mentally retarded---	50 — 70	2 to 3
4. Slow learners -----	70 — 90	20 to 25
5. Average learners -----	90 — 110	45 to 50
6. Fast learners -----	110 — 130	20 to 25
7. Very superior and gifted-----	130 and up	3

\*All references to incidence are based on a normal distribution curve.

The chart on page 14 shows this distribution graphically:

### **Custodial Children**

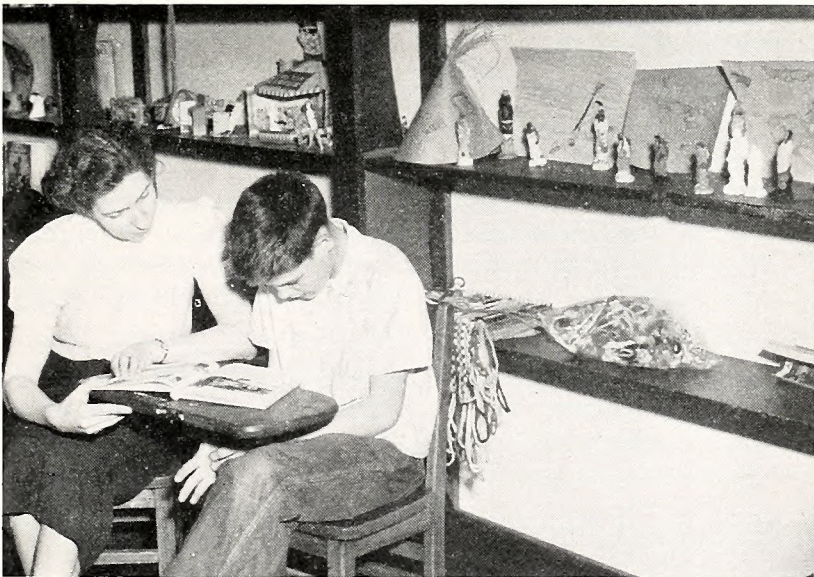
- Their I.Q.'s are 25 and below; their mental age is 3 years or below.
- It is estimated that less than one-tenth of one per cent of the population falls in this category.
- At adult chronological age they may be expected to:
  - Require assistance in dressing, undressing, toileting and eating.
  - Require protection from ordinary dangers.
  - Be incapable of learning to participate socially with others.
  - Have inadequate speech, either a complete absence of speech or the use of only a few elementary words or phrases.
- Some are bed-bound and nearly all, including those who are ambulatory, need 24-hour custodial care.
- They are usually known to be defective during infancy and their lack of response at the age of one or two is so extreme as to be noticeable.
- Very little training and no formal education is possible.
- In general the condition is not thought of as being primarily hereditary, but rather as occurring accidentally.

### **Trainable Mentally Retarded Children**

- Their I.Q.'s are within the approximate range of 25 to 50.
- As adult persons they may be expected to reach a mental age of from 3 to 8 years in terms of intellectual ability or academic achievement.
- Most estimates are that about two- to four-tenths of one per cent of school age children are of the "trainable" group.
- Eventually they should be capable of learning self-care in dressing, undressing, eating, toileting, keeping clean, which will make them somewhat independent in the regular routine of living. They can also be trained to assist in chores around the house.



- They have capacities for some use of speech, but have only a limited ability to express ideas.
- They may learn to get along in the family and in the immediate neighborhood by learning to share, to respect property rights, and in general to cooperate with their families or with the neighbors. Their social initiative and participation will be extremely limited.
- Some of these children may learn a routine task for remuneration in a sheltered environment under close supervision.
- They are not able to do regular classwork, since they are incapable of learning academic skills, such as reading and arithmetic, beyond learning of some words or simple numbers.
- They will require some care, supervision and economic support throughout their lives.
- These children are often multiple-handicapped.
- In most instances trainable children will be known to be retarded during infancy and early childhood; they are usually markedly delayed in walking and talking.



**Mentally Retarded Children Need Individual Instruction**

### Educable Mentally Retarded Children

- These children are defined as having I.Q.'s ranging approximately from 50 to 70.
- As adult persons they may be expected to reach a mental age of from 8 to 11 years.
- Approximately 2 per cent of the school enrollment is estimated to be in this category.
- This is the mildest degree of mental retardation; at the upper levels it is not easily distinguished from marginal normality. However, the lower levels shade into the "trainable", or non-educable, grouping.
- As a group they are limited in sustained self-direction at other than simple levels of operation.
- In unaccustomed social situations, they are limited in making insightful social judgments.
- They tend to be highly suggestible and somewhat lacking in usual inhibitions.
- They are distinctly handicapped in the traditional academic school curriculum:

Under favorable conditions they may be expected to achieve third to fifth grade levels of academic skills by the time they are sixteen years of age.

Their readiness for academic school work is definitely delayed. As an illustration, a child with an I.Q. of 60 might not be ready to learn to read or to understand simple arithmetic until he is 10 to 11 years of age, the fourth or fifth grade age.

The academic handicaps may result in great frustration, feelings of inferiority, undesirable behavior, and other adverse personality characteristics more serious than the intellectual retardation itself.

- Surveys have indicated that approximately 70 per cent of this group who have I.Q.'s of 60 and above become occupationally self-supporting, usually, or most often, in unskilled jobs.



### Slow Learning Children

- Children in this group have I.Q.'s ranging approximately from 70 to 90.
- Approximately 20 to 25 per cent of all school children are in this group.
- These children are often erroneously called mentally retarded.
- Usually separate special education classes for them are impractical.
- They should be taught at a slower rate, with materials appropriate to their needs. They also need better guidance, along with an extended program of instruction. Their school problems may become more acute in the upper elementary grades or in high school. They will profit but little from a high school course designed as a preparation for college.
- In most situations, slow learners start to school at the same chronological age as average or bright children, even though mentally and perhaps socially they are a year behind the average in development. Probably, they should be delayed a year before first grade entrance so they will be able to adjust to and keep up with first graders. (Delay in entering first grade is more critical in the case of the educable mentally retarded, those with 50 to 70 I.Q.)
- When they enter first grade at the same time as average children, they find the work so difficult that they have to repeat the first or second grade; then, they go on without unusual difficulty until the fifth or sixth grade, when they are obliged to repeat a grade again. This is due to their slower rate of development, and thus they are two years behind in advancement by the time they are ten to eleven years old.
- Although as a group they are not much interested in reading, or at least find it difficult, they may have certain fields of interest in which they do very well.
- Some years ago slow learners would have dropped out of school at about the sixth grade unless they were strongly urged to stay in school by their parents and friends. The tendency nowadays is for such students to enter high school where it is recommended that non-academic experiences be emphasized.
- Provided they have developed desirable personal qualities and fair security, they may become stable, happy citizens. They

will probably read little, possibly only the newspaper and a few magazines.

### Average Children

- Average intelligence is defined in terms of test scores as 90 to 110 I.Q.
- Approximately 45 to 50 per cent of children are in this group.
- Children with I.Q.'s in the low 90's may be expected to have some difficulty with academic subjects; those with an I.Q. of 110 may be among the best students.
- In high school, students with I.Q.'s in the 90's may expect to have some difficulty with traditional academic courses.
- Students whose I.Q.'s range between 90 and 100 should be counseled with unusual care as to the feasibility of entering college. For four-year colleges with above-average academic standards, an I.Q. of 110 is often regarded as a critical score.
- With students of average ability, in areas other than academic functioning and planning, I.Q. scores and interpretations may be minor considerations among other personality factors. Such students when adults will be found in practically all positions in society; it is known, however, that they will be unable to function effectively in the more intellectual pursuits.

### Fast Learning Children

- Children considered in this group have I.Q.'s from 110 to 130.
- They make up approximately 20 to 25 per cent of the school population.
- Most successful college students, especially those who enter the professions, are in this group.
- The *average* I.Q. of college seniors has been estimated at approximately 115.
- Difficult graduate work, such as that of the physical sciences or other rigorous curricula, may require abstract intelligence as indicated by I.Q.'s in the upper 120's to 130 and above.
- In a college with high academic standards, students in this fast-learning group, for the most part, are no longer relatively superior in relation to the ability of their classmates.



- With students having I.Q.'s in the upper 120's and above, motivation, interest, work habits and other personality factors become more important; environmental opportunities and stimulation also materially affect their learning.

### Very Superior and Gifted Children

- Approximately one per cent of the school population score above 137 I.Q. on intelligence tests. It is in this group that intellectually gifted children are found.
- Children with I.Q. scores of above 130 should stand out in performance; they comprise about 3 per cent of the school population.
- It has been suggested that I.Q. scores of 125 to 130 are optimum for good personal adjustment in modern society. Those who exceed 135, 136 to 140 or 150 and up are so different that there is danger of maladjustment and poor functioning in a regular classroom and in society without special helps.
- Intellectually, there is as much difference between 130 and 150 I.Q. scores as there is between scores of 90 and 110.
- In relation to other pupils, such pupils tend to:
  - .. Learn more easily and rapidly.
  - .. Possess superior insight into problems and possess superior ability in reasoning, thinking logically and dealing with abstractions.
  - .. Show an amazing degree of imagination, initiative, originality, resourcefulness, creativity, and inventiveness.
  - .. Show superiority in reading ability, both in speech and comprehension; language usage; mathematical reasoning; science; literature; and the arts.
  - .. Have achievement profiles like those of average children in pattern, showing a relatively even level of performance in all areas, but scoring at a much higher level.
  - .. Be somewhat stronger and healthier; slightly heavier and taller; to be heavier in relation to height; and to have greater muscular coordination than average children.

- .. Show superiority in desirable personality traits; be more courteous, cooperative, willing to take suggestions, be better able to get along with others and have a keener sense of humor.
- .. Be regular in school attendance and generally have a strong liking for all phases of school activity.
- .. Have the same type of play interests and activities in general, but frequently have play preferences that reveal a level of interests two or three years beyond their age norm, and show a preference for complicated games involving rules and systems that require thinking.



Third Grade Gifted Children Studying Biology



# **Policies and Procedures**

## **SPECIAL EDUCATION**

These policies and procedures for the operation of special education programs in the public schools of North Carolina have been developed for the guidance of school administrators, teachers, and other interested persons within the framework of special education legislation.

### **Administrative Responsibility**

Educational services for handicapped children operate under the direction of local county or city boards of education. The local school board is responsible for the employment and supervision of qualified special education teachers. Such teachers are subject to the same rules and regulations as other teachers in the local system. They must teach in the area of exceptionality in which they have their special training and for which they are employed. Classes must be located in facilities provided by the local board of education; to the extent possible, classes should be located in public school buildings. Additional services for exceptional children, such as psychological services, special equipment, and transportation are also the responsibility of the city or county unit in which the special education programs are functioning.

### **Teacher Qualifications**

In accordance with the law, all teachers and other professional personnel employed in the schools of North Carolina shall hold certificates.

The State Board of Education prescribes requirements for certificates and rules for the employment of emergency teachers. Rules and regulations governing certificates are administered by the Division of Professional Services, State Department of Public Instruction.

### *Requirements for Class A. Certificate in Special Education*

The minimum scholastic training represents graduation from a standard four-year college. The area of special education for which certification is granted appears on the face of this certificate. The areas of special education included in these require-

ments are: (1) Crippled, (2) Speech Correction. (3) Hard of Hearing, (4) Visually Handicapped, and (5) Mentally Handicapped.

	Semester Hours
A. Professional Requirements -----	18
1. The Pupil -----	6
2. The School -----	6
3. Teaching and Practicum -----	6
(Must include at least 45 clock hours of actual teaching and/or clinical experience.)	
B. Special Education Requirements: Credit for a minimum of 24 semester hours in Special Education distributed as follows:	
1. Constant Basic Course Requirements-----	8-15
a. Introduction to Exceptional Children	
b. Tests and Measurements in Special Education	
c. Psychology of the Exceptional Child	
d. Mental Hygiene	
2. Specific Course Requirements:	
a. For Crippled -----	8-12
(1) Clinical Course in Crippling Conditions	
(2) Methods and Adjustments in Teaching Crippled Children	
(3) Arts and Crafts	
(4) Speech for Spastic-crippled Children	
b. For Speech Correction -----	12-18
(1) Anatomy and Physiology of the Ear and Voice Mechanism	
(2) Problems in the Teaching and Speech Correction	
(3) Re-education of Acoustically Handicapped Children	
(4) Principles of Speech Correction	
(5) Phonetics	
(6) Speech Pathology	
c. For Hard of Hearing-----	10-15
(1) Anatomy and Physiology of Ear and Voice Mechanism	
(2) Audiometric Testing and Use of Hearing Aids	
(3) Methods and Materials in Teaching Lip Reading to Hard of Hearing Children	



- (4) Methods of Teaching Hard of Hearing Children
- (5) Pathology of Hearing
- d. For Visually Handicapped ----- 6-9
  - (1) Methods and Materials in Teaching Partially Seeing Children
  - (2) Anatomy, Physiology, and Hygiene of the Eye
  - (3) Typewriting for Sight-saving
- e. For Mentally Handicapped ----- 8-12
  - (1) Problems, Materials, and Methods in Teaching Mentally Retarded Children
  - (2) Mental Deficiency
  - (3) Arts and Crafts
  - (4) Social Treatment of the Feeble-minded

### 3. Electives:

- a. Specific required courses in areas other than the special field of certification
- b. Remedial Reading
- c. Clinical or Abnormal Psychology
- d. Education and Vocational Guidance
- e. Child Welfare
- f. Social Psychology
- g. Child or Adolescent Psychology

*Validity:* The Certificate is valid for teaching Special Education in the area or areas appearing thereon.

*Renewal:* Initially the Certificate is valid for a period of five years from the date of qualification. The first renewal requires non-duplicating credit for six semester hours, earned in a senior college or graduate school. Subsequent renewals require credit for six semester hours, or two years of teaching experience during the five-year renewal period.

### *Requirements for Graduate Certificate in Special Education*

- A. Hold or be qualified to hold the Class A. Certificate in Special Education.
- B. Have three or more years' teaching experience.
- C. Have a Master's degree from an institution of higher learning with recognized graduate standards approved by the State Department of Public Instruction. This shall include:
  - 1. Subject matter (Special Education, at least six of which would be in the area in which certified as Class A) ----- 12 semester hours

2. Education (philosophy, principles, curriculum, psychology, etc.)----- 6 semester hours
3. Electives -----12 semester hours

### *Provisional Approval of Special Education Teachers*

A teacher not having the required specialized training in the education of exceptional children may be employed for one year on the basis of experience and success in the regular grades, provided:

The teacher has a Primary or Grammar Grade A Certificate, and

The teacher has had a minimum of 6 semester hours of specialized training in the area in which she is to work, including at least one course in Methods and Materials

Courses in remedial reading are not included in the specific requirements for teachers of the mentally retarded and are not considered sufficient training to qualify a person to teach mentally retarded children.

Courses in public speaking or dramatics are not included in the specific requirements for teachers of speech correction, and are not considered sufficient training to qualify persons to work as speech therapists.

### **Regulation Concerning Organization of Classes**

The State Board of Education on August 7, 1958 adopted the following regulations with regard to the organization of classes for mentally retarded, crippled, and visually handicapped children:

1. Effective with the 1959-60 school year,\* and within State funds available, special education teachers for crippled, visually handicapped, and mentally retarded pupils will be allotted by the State Board of Education only when such pupils are taught in self-contained classrooms.
2. In calculating the regular teacher allotment from the State nine months school fund for the year 1959-60,\* the 1958-59 average daily attendance of all pupils attending special education classes being taught in 1958-59 by State-allotted special education teachers for crippled, visually handicapped and mentally retarded pupils in either self-contained rooms or divided programs shall not be included in the total attendance of the city administrative unit or county district if a special education teacher allotment is made for 1959-60 under the provisions of Number 1 above.

\*On May 7, 1959 the State Board of Education changed the effective date of the above regulation from "the 1959-60 school year" to "the 1960-61 school year."



3. It is recommended that effective with the year 1958-59 all classes in the above three areas of special education be organized on a self-contained basis.

### Rooms and Facilities

In general the special education classroom should be as attractive and desirable as any other room in the school. One of the main reasons for this is to prevent feelings of rejection on the part of the children in special education.

With the exception of the speech therapy room, the special education room should be at least as large as an ordinary classroom and should have running water and toilet facilities. For children of elementary age, a modern, self-contained, primary unit room is satisfactory. A room for crippled children should be on the ground level, with a ramp for loading and unloading wheel chairs. For the visually handicapped, particular attention should be given to lighting problems, including colors of walls and equipment. In each school in which the itinerant speech therapist works, a speech room should be provided. This may be small, but should be attractive, private and free from noise and interruptions.

### Suggested Case Load for Instructors

The class enrollment or teaching load of special education teachers in the various areas of exceptional children will vary with the specific type severity of the handicap. Experience, however, has shown that the suggested case loads in the following areas appear to be optimum for effective teaching:

<i>Area</i>	<i>Suggested Case Load</i>
Crippled -----	10-15
Speech Handicapped and Hard of Hearing--	100-125
Partially Seeing -----	10-15
Blind -----	5-12
Mentally Retarded -----	15-18
Trainable Mentally Retarded-----	8-10

### Individual Child Progress Records and Case Studies

Case study records should be kept by the teacher on each handicapped child and should be available only to personnel authorized by the school administrator. These case study records, kept from year to year, should furnish the basis for the

educational and vocational guidance of each child. The case study should include as much information as possible on such items as the following:

1. Family data, including information relative to the home, religious life, economic status, and social and environmental factors affecting the life of the child.
2. A cumulative educational record, including standardized test scores.
3. Psychological studies, including tests measuring intelligence, aptitudes, interests, and personality, which show the rate of mental growth and emotional maturity.
4. Medical records, including data on vision, hearing, speech tests, other physical limitations, and psychiatric examinations.
5. Samples of the students' class work.
6. Reports on conferences with present as well as former teachers regarding special abilities or learning difficulties, notes on interviews with parents and representatives of social agencies concerned with problems of the individual child, and copies of letters and reports concerning such children.
7. A summary report at the end of the year showing the pupils' progress.

### **Procedures in Establishing a Special Education Unit**

Requests for special education teacher salary allotments submitted by the superintendent of the county or city school administrative unit should show:

1. The type of allotment requested, i.e. crippled, hard-of-hearing, mentally retarded, visually handicapped, or speech handicapped.
2. Evidence of the need for the special education teacher in terms of the number of children requiring special education services. For a speech correction program, the number of children for each school in which the speech therapist is to work should be given. Since the classroom teacher should have a major part in determining the most effective schedule on the basis of need and optimum use of time,



scheduling of schools for the speech therapist should be tentative.

3. The kind of classroom accommodations and equipment available.
4. Information concerning the proposed special education teacher—experience, specialized training, and other qualifications.

### Requirements for Psychological Examiners

Persons with a Master's degree in clinical psychology or those meeting the following minimal requirements may be used as psychological examiners to evaluate children for admission to special education classes in the public schools:

1. A Master's degree in psychology or an equivalent degree in either education or special education, with 24 semester hours of college and graduate school work distributed as follows:
  - a. 12 graduate school semester hours consisting of one course in each of the following areas:  
Individual psychological testing with practicum  
Developmental psychology (child)  
Any area of exceptional children beyond introductory course  
Personality or abnormal psychology
  - b. 12 semester hours, graduate or undergraduate, including one course in each of the following areas:  
General or experimental psychology  
Personality, mental hygiene or abnormal psychology  
Tests and measurements or introduction to exceptional children  
Educational psychology or learning theory
2. A working knowledge of and some supervised practice beyond the course requirements in using individual psychometric techniques, such as Binet and WISC.
3. One year of supervised experience in a public school or clinical setting with children of grade school age.

### Criteria for Determining Eligibility for Enrollment in Special Education Classes

THE NORTH CAROLINA CUMULATIVE RECORD and the TEACHER SCREENING RECORD have been developed for each child in the public schools. These records should be carefully completed, and periodically reviewed in order to locate pupils needing special services. A study of these records should give some background for a better understanding of such pupils and make it possible to provide them with special assistance before their problems become acute. A listing of children with severe physical and mental limitations should be developed; and when found, they should be given additional educational, psychological, and medical evaluations. These evaluations should give more than a description of the strengths and weaknesses of the child; they should also give cues and recommendations as to what special aids are needed. In an effort to accomplish this task effectively, a workable special education committee could be formed which might include such persons as the superintendent, supervisor of instruction, principal, teacher of special education, classroom teachers, school nurse, physician, social worker, and psychologist.

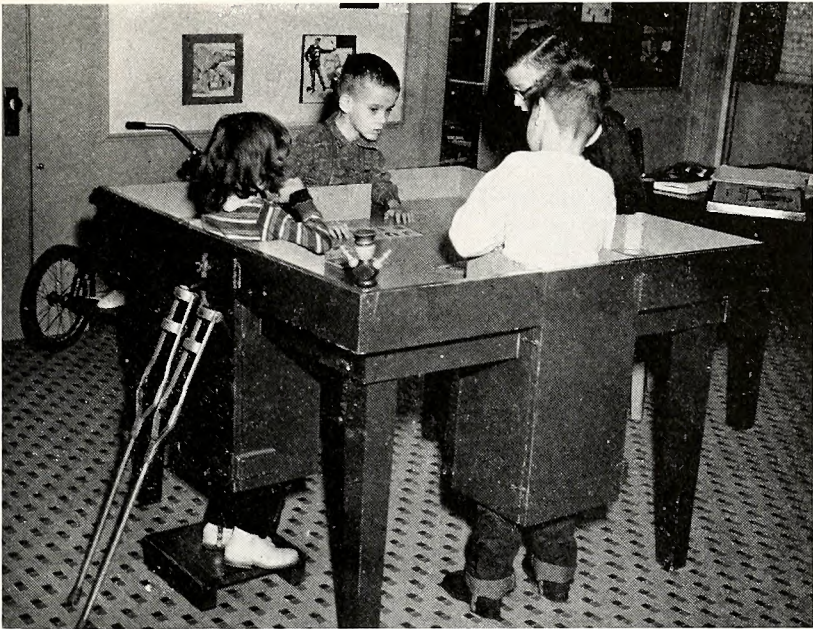
With advances in school facilities, buildings, transportation, and special education services, it is possible to provide public school education for many children who formerly were unable to adjust to a school situation because of their handicaps. Particular attention needs to be given to the problem of locating those children in the community who are not attending school. Information of this type often may be secured from the welfare department, health department, churches, physicians, and other children who are in school.

For special education instructional purposes, children are grouped according to their major handicap and a special education salary allotment is made specifically for one of the following areas: crippled, hard-of-hearing, mentally retarded, speech, and visually handicapped. Eligibility requirements for these different categories are outlined as follows:

#### *Crippled Children*

To be eligible for admission to a class for crippled children, the child should be permanently or temporarily restricted in his activity by loss, defect, or deformity of bone, muscle, joint or neuromuscular condition, whether congenital or acquired by accident, injury or disease to such an extent that his capacity for





**Crippled Children Need Special Equipment**

education under regular classroom conditions is seriously restricted or impossible. Included in this group are children with cerebral palsy, heart conditions, rheumatic fever, and other severe physical frailties. The school and the special teacher should have the reports and recommendations from the physician and other specialists who have examined and evaluated the child. These evaluations should be secured before the child is admitted to the special class.

The medical reports from the examining physician and specialist should specify:

- The amount of time per day the child should spend in the special education class.
- The amount of cot rest recommended each day.
- Any restrictions regarding the physical activity of the child.

Upon receipt of these reports, the special education teacher should make such home contacts as are necessary before entrance of the child into school. Each student entering the special education class should be required to submit a health certificate, such

as is required by the health department of all children in the public schools. In addition to the supplies and equipment furnished to all school children, it is the responsibility of the local school administration to supply cots, standing tables, rolling chairs, walking bars, and other special equipment that may be needed for each individual child in the class. Special transportation is needed for crippled children; this responsibility must also be assumed by the local school system. In many instances, organizations such as the American Business Club, Lions Club, Kiwanis Club, Rotary Club, Civitan Club, Junior League, Junior Womans Club, and other groups such as the Society for Crippled Children and Adults are willing to assume transportation costs for a few pupils. Specially equipped buses, station wagons or taxis usually provide the most satisfactory means of transportation.

Funds for transportation should be provided from local sources whenever it is necessary for teachers to make an unusual number of visits to the homes of the children. Special education teachers are employed for instructional services and cannot be expected to provide for the dressing, feeding and toilet care of the physically handicapped. Local arrangements should be made to pay the salary of an attendant, if necessary, to provide such personal services.

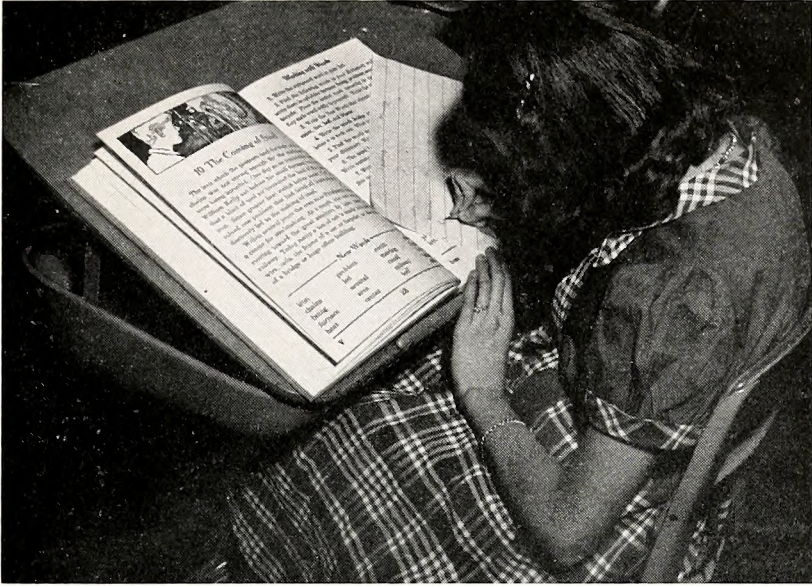
Children whose crippling conditions do not prevent their making a reasonable adjustment in the regular class should not be in the special class. Then, too, the attempted education of those who are so severely disabled as to require excessive care, or who are unable to profit from such education, should be discontinued after a reasonable trial period, perhaps three months.

### *Partially Seeing Children*

Children should be referred to a class for the partially seeing or should be provided with large type textbooks as well as other sight conservation materials if, after examination by an ophthalmologist, it is indicated that one or more of the following conditions obtains:

1. Visual acuity between 20/70 and 20/200 in the better eye after correction.
2. Serious progressive eye difficulties.
3. Recommendation of ophthalmologist that the child would benefit from sight conservation training or equipment, and suggestions for training and treatment.





**Visually Handicapped Children Need Clear Type Books**

Some other conditions may be:

- The child may be recovering from the effects of such diseases as measles or scarlet fever.
- The child may have undergone eye operations, especially enucleation of an eye, where readaptation in eye use and psychological adjustments are necessary.
- The child may have eye muscle difficulty, especially strabismus, where re-education of the deviating eye and psychological adjustments are necessary.

It is estimated that one child out of every 500 enrolled in school needs sight conservation services. Where the enrollment is approximately 7500, there would possibly be 15 needing such services. This may limit special classes for partially-seeing children to cities of about 30,000 population or more. In rural areas where children are widely scattered and transportation makes grouping difficult, visually handicapped children may receive help in their regular classes by the purchase of large-type books.

Where special classes for the visually handicapped are organized, the classroom should be equipped to provide optimum work-

ing conditions. Such special classes should include the following special education equipment:

1. The desk should be movable to the part of the room offering opportunity for the greatest eye comfort and efficiency. Desk tops should lift to an angle for correct eye focus. The surface should be non-glossy and light in color. (A list of equipment which has been used successfully in classes for the partially-seeing may be obtained from the National Society for the Prevention of Blindness, 1790 Broadway, New York 10, N. Y.)
2. Special large-type books, large-type typewriters (touch system should be taught), off-white or cream colored paper, pencils with soft thick leads, recording machines, and other functional devices should be furnished.

The teacher should be trained to understand the limitations of the visually handicapped and to give aid in solving the peculiar problems of this group, emphasizing the whole child and the development of a well-rounded personality.

### *Blind Children*

A child should be referred to a Braille class or should be provided with Braille books as well as other materials and supplies for the blind if, after an examination by an ophthalmologist, it is indicated that:

- Visual acuity is 20/200 or less in the better eye after proper refraction.
- There is evidence of a limitation in the field of vision so great as to approximate a handicap equal to a visual acuity of 20/200 or less in the better eye after proper refraction.
- The ophthalmologist has recommended that the child would benefit to a day class and has given suggestions for training and treatment.
- The child is mentally educable in the regular program of the elementary and secondary public schools.

The number of children who may be included in an approved Braille class must be limited, with the enrollment ranging from 8 to 12 children, depending upon their age and grade. The Braille teacher should work individually with children in her class and



should coordinate her work with the regular class teachers and the home.

It is desirable to have a Braille room housed in a building that provides clear, open, outside surroundings so that adequate playground facilities are available. The room should be as large as an ordinary classroom in order that the children may move about freely. Toilet facilities should be located in the room or close by.

Since some of the children in a Braille class will have vision in varying degrees up to 20/200, lighting should meet the same standards as those for partially-seeing children. All surfaces should have dull finish so as to eliminate glare. Since approximately one school age child in 5000 is blind, it is rarely that enough blind children can be found in one school to establish a Braille class. Most blind children in the State will attend the State School for the Blind, where educational opportunities comparable to those of the public schools are provided.

#### *Federal Funds for Materials for Visually Handicapped*

Federal funds are available through the American Printing House for the Blind for Braille textbooks, large-type textbooks, and other prescribed materials to any blind child enrolled in a regular class in a public school. Children with a visual acuity of 20/200 or less in the better eye, with glasses (if used), are eligible for this aid. Children with more than 20/200 will be eligible for these materials if there is a limitation in the field of vision. The field must be within the area designated by an angle of 20 degrees. (Children with a visual acuity of 20/70 to 20/200 with no limitation in the field of vision *are not eligible for books and materials under the Federal law*. Books for these children may be purchased from the American Printing House for the Blind, Incorporated, 1839 Frankfort Avenue, Lexington 6, Kentucky, and from Stanwix House, 3020 Chartiers Avenue, Pittsburgh 4, Pennsylvania. Sometimes local organizations assist with the purchase of such books.)

The federal law charges the State Department of Public Instruction with the responsibility of distribution of materials for blind children enrolled in the public schools of North Carolina. The State Superintendent has arranged for the State School for the Blind in Raleigh to serve as the distributing agency for any children in the public schools of North Carolina eligible to receive the benefits of the appropriation.

Any child eligible for the use of books and materials under the

act must be enrolled in the public schools on the first Monday in January of each year. Such children must be registered with the Superintendent, State School for the Blind, Raleigh, North Carolina, on or before February 15 of each year. To register children, it is necessary for the teacher, supervisor, or other public school personnel to submit through the office of the local superintendent of schools the name of the child, name of school, grade in school, and information on whether each individual child is primarily a Braille or large-type user, or both. This information must be accompanied by a statement of the visual acuity of the child, signed by his eye physician.

### *Speech Handicapped Children*

Speech rehabilitation (or speech correction as it is often called) refers to the specialized training which a speech therapist gives a child who has a speech problem. The purpose of this training is to eliminate undesirable attitudes toward speaking and unfavorable speech or voice problems which may call attention to the speaker, interfere with the intelligibility of his speech, or cause him to be maladjusted. Speech therapy should be attempted only by a qualified speech therapist after the child has been referred by the regular classroom teacher, principal, parent, school nurse or other persons concerned with the child.

The speech therapist within the public school administrative unit should interview each child individually. At this time a diagnosis should be made of the type and cause, if possible, of the speech deviation. The severity of the speech problem helps to determine which children are eligible for speech therapy.

There are numerous types of speech disorders which vary in severity from complete unintelligibility to speech not severe enough for the services of a speech therapist. Speech disorders found in the public schools may be classified as follows:

1. **ARTICULATION**—the substitution of one sound for another, the omission or distortion of a sound.
2. **STUTTERING**—the rhythmic flow of speech, broken by repetitions of sounds or words and/or blockings.
3. **CLUTTERING**—the omission of syllables, improper phrasing and slurring of words.
4. **VOICE**—a problem of loudness, pitch or quality.
5. **DELAYED SPEECH**—speech that is significantly below the normal for the age of a given child.



6. CLEFT PALATE—congenital fissure in the palate which sometimes causes speech to have excessive nasal resonance and which is often accompanied by poor articulation.
7. CEREBRAL PALSY—a problem of neuromuscular incoordination which often presents multiple speech problems (articulation, rhythm, breathing, quality, etc.).
8. APHASIA—the inability to understand words even though able to repeat them; and/or the inability to use words even though there is understanding of what is heard.

Speech handicapped school children should be enrolled in regular grades, with supplementary instruction given by an itinerant speech therapist. Programs should provide for the pupils to meet as often as necessary for optimum use of time for the children's improvement. In most cases, this should be two or three times each week, with group sessions of thirty minutes in length and individual sessions of at least fifteen minutes. The speech therapist should set aside a specified time for conferences with parents, teachers and others. Usually about one-half day a week is needed for this purpose. The services of the speech therapist are limited to those children who, without special help, would not be able to overcome their speech problems and are classified as handicapped in their ability to communicate.

Approximately five per cent of the total school population are found to have speech defects. This means that the speech therapist may work in several schools on an itinerant basis, serving a school enrollment of 2000 to 3000 children. It is the responsibility of the local school administration to provide funds for the travel of the speech therapist in connection with her work.

#### *Hard-of-Hearing Children*

Children with a hearing loss usually have a voice that is unpleasant and unstable, accompanied by an articulatory disorder. This is caused by the inability of the child to hear himself and others.

Children who are given a pure tone audiometric screening test and fail to hear two or more frequencies in either ear should be given an individual threshold pure tone audiometric test. If the child has an average loss of 15 decibels in the better ear, he should be referred to an otologist for examination and medical treatment if necessary.

After medical treatment is completed, several audiometric tests

of hearing acuity may be necessary to determine the degree of hearing impairment. When the hearing loss is established, specialized services to meet the specific needs of the child should be provided. At the present time children having a hearing loss of as much as 20 decibels should be given preferred seating in the classroom, periodic audiometric tests, and, if there is a speech problem, referred to the speech therapist. If they have a hearing loss of from 20 to 35 or 40 decibels, they will usually have speech problems. Therefore, they should be given preferred seating and referred to the speech therapist for speech reading, auditory training and speech therapy. Children who have a socially significant hearing loss (35 or 40 decibels and over) need intensive and highly specialized training in speech and language development. Such training is available in the State School for the Deaf at Morganton and the State School for the Blind and Deaf at Raleigh.

Generally, services for the hard-of-hearing in the public schools are provided by an itinerant speech and hearing therapist. Since only about one to two per cent of the school population fall into this category, a speech therapist who is also trained in administering and interpreting audiometric tests can provide therapy and remedial instruction when the hearing loss is about 40 decibels or less. The speech and hearing therapist should refer children to the public health nurse for medical or other services she is unable to provide.

Children who appear to be hard-of-hearing should be referred by the classroom teacher to the speech and hearing therapist or to the public health nurse.

The major responsibility of the speech and hearing therapist is to work with children who have speech problems which require services beyond that which can be given by the classroom teacher. It is not the function of the speech and hearing therapist: (1) to administer psychological tests; (2) to teach remedial reading general or speech improvement; or to teach academic subjects to the mentally retarded.

### *Educable Mentally Retarded*

Educable mentally retarded children are those who, due to slow mental development, are unable to profit from even a modified program in the regular elementary class. Because of this limitation such children learn better with things than with abstract ideas. These children can, however, learn much in special educa-



tion classes which provide activities especially geared to their slow rate of learning. Since they develop at approximately one-half to three-fourths the rate of the average child, they require more help, explanation, and direction from a teacher who understands their problems and who can help them with their special needs.

Mental retardation is a condition of impaired or incomplete mental development dating from birth or from an early age. Intellectually, retarded children range from the totally helpless to the many who are slightly different from the normal. Regardless of the type or degree, they have one characteristic in common—the need of special help during all or part of their lives.

Problems become real and meaningful to the mentally handicapped child when he is unable to perform tasks in school or elsewhere as well as other children. These problems become more acute as he develops or faces more complex situations, since the differences between him and others already stand out and since he has become more conscious of his inabilities.

In establishing eligibility for enrollment in classes for the educable mentally retarded, the following criteria should be met:

- The intelligence quotient of any child enrolled in a class for the educable mentally retarded shall be within the approximate range of 50 to 70 as determined by individual psychological tests. Such tests must have been evaluated by a person trained and experienced in the administration of individual psychological tests, such as the Revised Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children (WISC), and other individual tests.
- Local administrative school units shall be responsible for obtaining the required psychological examinations.
- The State Superintendent of Public Instruction shall review and, in his discretion, approve or disapprove the results of any and all examinations administered as a means of determining eligibility of any child for admission to a class for the mentally retarded.

The aim of a special program for the educable mentally retarded should be to make learning specific, concrete, and directly functional in life situations. Fundamentals of reading, writing, and number comprehension should be taught in terms of the daily living needs of such children.

Opportunities should be offered for developing manual skills through instruction in simplified manual arts and home-making, designed to promote good working habits and attitudes which will lay the foundation for future vocational training. The objective of such special classes should be to help educable mentally retarded children become self-supporting and responsible adults.

In beginning a survey and in making plans for establishing classes for educable mentally retarded children, it should be remembered that about two to three per cent of the school population may be expected to be mentally retarded. It is very rare to find the incidence greater than this. To find 15 to 20 mentally retarded children, it is necessary to survey a school population of approximately 1,000 elementary school children. Careful screening by the use of group intelligence tests of children suspected of being mentally retarded will minimize the necessity of referring large groups for individual psychological examinations. Usually it is not necessary to refer more than 30 children for individual psychological examinations. To establish a class, it is almost always necessary to transport children from several schools to a central location where the special class is located.

There is usually a wide range of ability within the group of children classified as mentally retarded. On individual intelligence tests, the I.Q. scores range from 50 to 70, with mental ages of from 3 to 11 years and chronological ages of from 6 to 18 years. If the number of mentally retarded is large enough to necessitate more than one special class, grouping becomes a problem. It is sometimes best to organize the classes on the basis of chronological age. For example, the younger children, ages 6 to 9, would be in one group; another group would be composed of children whose ages range from 10 to 13; and a third group would include those of ages 14 and above. This procedure would vary according to the number of children in each age range.

Another means of organizing classes is according to the mental age of the children. Frequently, this proves to be most beneficial in teaching a group of retarded children. For example, those with a mental ages of from 3 to 7 could be grouped in one class, whereas those whose mental ages falls between 8 and 11 could be grouped in another class. The children then would be grouped according to their achievement capacity and working on approximately the same academic level.

While I.Q. scores may fail to predict intellectual abilities ac-



curately, much difference may be expected between children with I.Q.'s of 50 and those with I.Q.'s of 60. It is sometimes worthwhile to organize a class for children with I.Q. scores of approximately 50 to less than 60, and another for children who fall within the range of 60 to 70.

## **TRAINABLE MENTALLY RETARDED CHILDREN**

In accordance with the provisions of Chapter 1369, 1957 Session Laws of North Carolina, and upon the recommendation of the State Superintendent of Public Instruction, the following rules and regulations have been adopted by the State Board of Education for the operation and maintenance of a Program of Training for Trainable Mentally Retarded Children. These Rules and Regulations shall be administered by the Division of Special Education, State Department of Public Instruction.

### **RULES AND REGULATIONS**

#### **A. Purpose**

The primary purpose of the program shall be the training of trainable mentally retarded children. "Training" is to be defined as that area of instruction beyond the level of custodial care, but less than the level of academic instruction prescribed for educable children.

#### **B. Administrative Relationships and Responsibilities.**

1. To be eligible for State-aid, a training program must be administered and supervised by a county or city board of education.
2. In the general administration and supervision of the program, the State Superintendent of Public Instruction and the State Board of Education shall deal only with local boards of education.
3. The responsibility for initiating a training program shall rest with the board of education in whose administrative unit the training center is to be located.
4. In applying for State-aid, local boards of education shall:
  - a. Give evidence of need for a program by certifying to the State Superintendent of Public Instruction the names of children adjudged to be eligible for admission to a training center, and

- b. Give evidence of financial ability and willingness to aid in maintaining a satisfactory training program by submitting to the State Board of Education an operating budget showing resources available and expenses contemplated.

C. Criteria and Procedures for Determining Eligibility of Children

1. To be eligible for admission to a training center, a child must:
  - a. Be not less than 6 nor more than 17 years of age; provided, that a child attaining the age of 6 years in the ensuing school year may be admitted at the beginning of the school year.
  - b. Have an intelligence quotient within the approximate ranges of 25 to 50 as determined by a qualified psychologist.
  - c. Have had a recent medical examination and be free from communicable diseases. The medical report shall include the child's physical limitations and the physician's recommendations pertaining thereto.
  - d. Be able to communicate to the extent that he can make his wants known and can understand simple directions.
  - e. Be developed socially and emotionally to the extent that his behavior endangers neither himself nor the welfare of other members of the group.
  - f. Have sufficient vision to engage in special training activities without undue risk.
  - g. Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities.
  - h. Be trained in toilet habits so that he has control over his body functions.
2. In applying the criteria defined in Section 1, it shall be the responsibility of local boards of education to obtain the examinations required.
3. Parent(s), guardian(s), or other relative(s) of each child shall agree and shall be required to cooperate fully and continuously with the training program to the end



that the child's development shall be promoted and advanced to the maximum degree possible.

4. The State Superintendent of Public Instruction shall review and, in his discretion, approve or disapprove the results of any and all examinations administered as a means of determining the eligibility of any child for admission to this program.

D. Minimum Enrollment for a Training Center

It is recommended that there be a minimum of eight children in average daily attendance in a training center; however, local boards of education may operate centers with fewer children if additional local funds are available.

E. Instructors and Attendants

1. Local boards of education shall employ one instructor and one attendant for each ten children, or major fraction thereof, enrolled in the training center. The procedures of employment shall be the same as are applicable to public school employees.
2. Qualifications of Personnel:
  - a. Personnel employed as instructors shall meet the following minimum qualifications:
    - (1) Successful completion of at least two years of college training and possession of a teaching certificate issued by the State Department of Public Instruction.
    - (2) Personality characteristics, and physical, mental and emotional maturity conducive to wholesome guidance in working with trainable children and their parents.
  - b. Personnel employed as attendants shall be mature in judgment and shall have training at least equivalent to high school graduation.
3. Compensation of Personnel:
  - a. Instructors shall be paid on the same certification-experience basis as if employed to work with educable children.
  - b. Attendants or aides shall be paid at a rate commensurate with qualifications and responsibilities as determined by the local board of education.

#### F. Length of Term and Attendance Day

1. The training shall operate 5 days per week for 180 days, and its calendar shall be concurrent with that of the public schools in the community.
2. The hours of operation for the training center shall be determined by the local board of education; provided, the minimum time for which instructors and attendants shall be employed at the center shall be not less than 6 hours a day. The attendance day for any individual child may be less than 6 hours upon competent recommendation.

#### G. Housing Facilities, Equipment and Supplies

1. The training program may be housed in a public school building, in a residential type of facility, or in any other structure that conforms to these minimum standards:
  - a. Be approved continuously by health, fire and safety officials.
  - b. Be located on the ground floor with a minimum of steps and stairways.
  - c. Have adequate and readily accessible toilet facilities.
  - d. Have adequate ventilation, lighting, and heating.
  - e. Have feeding services available.
  - f. Have outdoor play areas readily accessible and free from traffic hazards.
2. Boards of education shall determine and provide the equipment and supplies essential to the instructional program offered at the training center.

#### H. State Aid Funds

1. For the ----- fiscal year, local boards of education operating approved training centers will be reimbursed by the State Board of Education at the conclusion of each 20-day school month at the rate of \$33.00 per month per eligible child in average daily attendance in the center during the preceding 20 days; provided, that the payment of said \$33.00 per child in average daily attendance shall be reduced by the State Board of Education if necessary to keep total State-aid within the State funds available.



2. In qualifying for the per capita reimbursement defined in 1 above, local boards of education shall certify monthly to the State Board of Education the names of children enrolled in the center during the preceding month, together with the average daily attendance of such children.
3. State-aid funds may be used by local boards of education for any operation and maintenance items of expenditure included in the budget of the center as submitted to and approved by the State Board of Education in compliance with Section B-4 of these rules and regulations. No State-aid funds provided under this Act (Chapter 1369, 1957 Session Laws.)
4. All funds involved in the operation of a training center, from whatever source, shall be properly audited.

#### I. State Supervision and Consultative Services

1. The State Superintendent of Public Instruction shall provide consultative services to local boards of education in order to improve the effectiveness of the program and to determine compliance with State law and regulations.
2. The State Superintendent of Public Instruction shall prepare all forms necessary for the administration of this program, and shall have authority to require local boards of education to submit such reports and information as shall be essential to the operation of the program.

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## I. PERIODICALS

*American Journal of Mental Deficiency*. American Association on Mental Deficiency, 372 Broadway, Albany 7, N. Y.

*Children Limited*. NARC, 99 University Place, New York 3, N. Y.



*Exceptional Children*, Council for Exceptional Children, 1201 16th St., N. W., Washington 6, D. C.

*Hearing News*. American Hearing Society, 1537 35th St., N. W., Washington 7, D. C.

*Journal of Speech and Hearing Disorders*. American Speech and Hearing Association, c/o Dr. D. W. Morris, Speech Clinic, 324 Derby Hall, Ohio State University, Columbus, Ohio.

J. SPECIALIZED AGENCIES FROM WHICH BULLETINS AND PRINTED MATERIAL MAY BE SECURED

*Alexander Graham Bell Association for the Deaf*, 1537 35th Street, N. W., Washington, D. C.

*American Association for Gifted Children, Inc.*, 15 Gramercy Park, New York 3, N. Y.

*American Association on Mental Deficiency*, 372 Broadway, Albany 7, N. Y.

*American Foundation for the Blind*, 15 West 16th St., New York 11, N. Y.

*American Hearing Society*, 1800 H. Street, N. W., Washington 25, D. C.

*American Printing House for the Blind*, 1839 Frankfort Ave., Louisville 6, Ky.

*American Speech and Hearing Association*, 1001 Connecticut Ave., Washington, D. C.

*Association for the Aid of Crippled Children*, 345 East 46th St., New York 17, N. Y.

*Convention of American Instructors of the Deaf*, c/o Galaudet College, Washington, D. C.

*Council for Exceptional Children*, 1201 16th Street, N. W., Washington 6, D. C.

*International Society for the Welfare of Cripples*, 701 First Ave., New York 17, N. Y.

*League for Emotionally Disturbed Children*, 10 West 65th St., New York, N. Y.

*Muscular Dystrophy Association of America, Inc.*, 1790 Broadway, New York, N. Y.

*National Association for Gifted Children*, 409 Clinton Springs Ave., Cincinnati 17, Ohio.

*National Association for Retarded Children, Inc.*, 386 Park Avenue, South, New York 16, N. Y.

*National Epilepsy League*, Room 1916, 130 North Wells St., Chicago 6, Ill.

*National Multiple Sclerosis Society*, 257 Fourth Ave., New York 10, N. Y.

*National Society for Crippled Children and Adults, Inc.*, 2023 West Ogden Ave., Chicago 12, Ill.

*National Society for the Prevention of Blindness*, 1790 Broadway, New York 19, N. Y.

*National Tuberculosis Association*, 1790 Broadway, New York 19, N. Y.

*United Cerebral Palsy Association, Inc.*, 321 West 44th St., New York 36, N. Y.

*United States Office of Education*, Department of Health, Education, and Welfare, Washington 25, D. C.



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